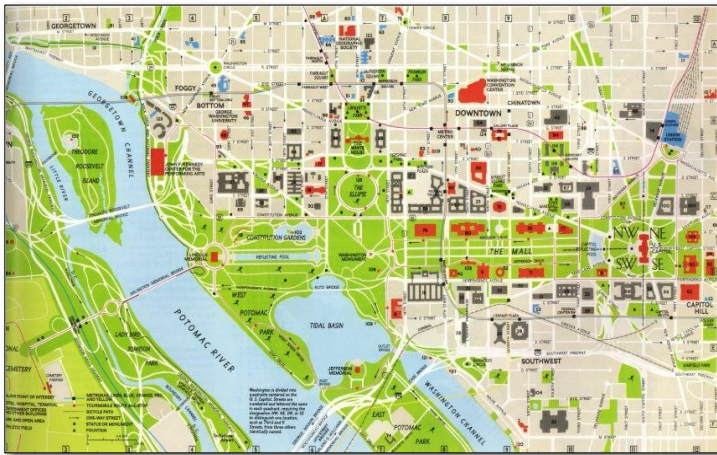


The Politics of National Memory

Spring 2017



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202-549-8111 (cell)

Email Guidelines

Please put "Archer" in subject line for emails.

I will always return your email or telephone call within 24 hours. If you do not hear from me, please assume your message or email never arrived, and call or write again.

Office Hours

Monday, 11AM - 2PM and 4 - 6 PM
Tuesday, 4-6 PM
And any day by appointment.

Course Pre-requisites/Other Restrictions

Acceptance into the Archer Fellowship Program

Course Description

This course focuses on the politics of national memory by fostering an ongoing conversation about the meaning of the American Republic and the historical memory found in memorials,

monuments, and museums in Washington, D.C. The course will explore political and artistic controversies that have shaped the design and building of many monuments, memorials, and museums that define the architectural landscape of the nation's capital. Along with visiting many of these sites, the course will involve a critical discussion in the classroom of the monuments, museums, and memorials in light of primary texts. Students will engage in critical reflection about their personal experience of Washington, D.C., the National Mall, and many of the structures that do so much to define this city and national memory today.

Student Learning Objectives & Outcomes

After completing the course students will be able to:

- | •1. Describe and explain the development of Washington, D.C., and the National Mall as places of historical memory.
- | •2. Describe the political controversies that have shaped the building of major national memorials, monuments and museums in Washington, D.C.
- | •3. Critically evaluate the goals and objectives of national memorials, monuments and museums in light of different political and historical contexts.
- | •4. Understand through personal participation the process through which complex ideas, historic evidence and personal experience are woven together to formulate a useful and testable overall theory that stimulates discussion and invites improvements.

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Required Texts

Readings—mostly primary source documents—will be assigned every week. Readings (some via links) will be provided to you.

Additional Requirement: You must obtain a Reader Card at the Library of Congress and Research Card at the National Archives—bring both cards to class on January 23 and January 24.

Grading Policy and Participation

The core of this class is your journal and class discussions. Students are expected to come to class prepared to discuss the material. The model for this class is a graduate seminar. You are expected to participate in class with questions and ideas, and by engaging in debates and discussions. More opportunities to participate will come by volunteering to make presentations; read from your journal; and take the lead in activities are conducted during class.

It is assumed you are all honors-level students who will attend all classes and complete your journal and all other assignments satisfactorily and in a timely manner. All excuses for compelling personal or work-related reasons must be granted *beforehand*. Even one unexcused absence or late work *will* result in lower grades. Students will at all times conduct themselves according to their home University's rules.

Half of your grade will come from your journal and half from class discussions. Students who complete all assigned projects SATISFACTORILY AND in a timely manner will receive a B.

Students who display excellence through written work and through class participation will receive an A. Students who fail to SATISFACTORILY complete assigned projects or to attend classes will receive lower than a B. Students are encouraged to discuss with faculty how they might display excellence in the course.

Midterm grades will be discussed with each student 7-8 weeks into the semester.

Final grades will be reported to your home UT System institution by April 30, 2017, and posted in accordance with their respective grade submission deadlines.

There will be no scheduled tests, but unannounced quizzes will be conducted to help ensure that students are keeping up-to-date with all assignments.

Electronics in Class

You may take notes on your laptop or mobile device and *with prior permission* use a laptop or phone to explore something related to class discussion (simply raise your hand and ask). A zero-tolerance policy for other uses of electronics will be enforced. You will be *asked to leave immediately* if you break this rule.

Invited Speakers

Experts or other notable people may be invited to speak for a portion of a class if their experiences and accomplishments relate to the class agenda. All speakers will be able to help students to network.

Site Visits and Classes at the Archer Center

The semester is divided into classes held at a museum, monument or memorial, and classroom discussions that focus on questions and issues raised during these site visits. Often, before, during or after a class at a site, you will be required to visit other sites. All classes are mandatory. Unexcused absences will result in a lower grade. Students who receive excused absences will be given special assignments and will be required to keep up-to-date on all substance and assignments.

Journals

Students will each keep a journal that focuses on what you think, feel and experience at each of the sites you visit as part of this class. **Journal entries must demonstrate that you have completed the required readings.**

Among the goals is for you to have a memoir of your semester in Washington, DC.

Please note:

- | **1.** All entries must be in the same email thread with me (each Archer has his or her own thread);
- | **2.** Questions and assignments will augment journal entries at various sites;

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- | *3. All content must be in the body of the email, *not* sent as attachments; photos and videos (which you may include) can be attached;
- | *4. Your journal will be kept confidential; I may ask you to share an idea, etc. with the class;
- | *5. There are no length limits; journal entries can be as short or long, and as visual, as you want;
- | *6. My responses to journal entries will focus on content, not writing—which is expected to meet basic standards of grammar and clarity.

Writing Bootcamp (voluntary)

As shown on the Calendar below, there will be two sessions; each is limited to nine people. If slots are available, you may attend both sessions.

Readings:

- | • Martin Luther King, Jr., “*Letter from Birmingham Jail*”
- | • Abraham Lincoln, *Gettysburg Address*

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Adjustments Due to Weather

For our visits to outdoor sites, please be prepared for outdoor weather conditions by dressing appropriately (e.g. rain protection and comfortable walking shoes). In cases of extreme weather, classes will be at The Archer Center; you will be notified via text message or email by 3 pm the day of the scheduled site visit. Whether we meet outside, or inside a museum, you must be on time so the entire class does not have to wait. Plan your travel; the subway running late, or that you got lost are *not* valid excuses.

Class Discussions

Discussions—in the classroom and at the sites we visit—are modeled on a graduate seminar; you are expected to participate and may be called upon even when you do not volunteer. Discussions will not be dominated only by the people who are most eager to talk.

Reading and Website Assignments

Details provided below; some weeks, assignments may be changed slightly; all changes will be discussed in class and confirmed on Canvas.

You are expected to complete all readings and will be called upon in class to discuss them even if you do not raise your hand (as occurs in law school and in graduate seminars).

Suggest a book, short story or essay

Each student is encouraged to bring and discuss with me (sometime during the semester) something from their own reading that they think would benefit the entire class.

Calendar

Before Friday, January 13

Read:

- 1952: Ray Bradbury, “A Sound of Thunder”
- 1963: Theodore H. White, “For President Kennedy An Epilogue”

Familiarize yourself with arguments about the mid-1990s Enola Gay exhibition.

- <http://www.airforcemag.com/SiteCollectionDocuments/Enola%20Gay%20Archive/122894LtrtoCo-curator.pdf>
- <http://www.ipnw.org/pdf/mgs/2-2-goldberg.pdf>
- http://airandspace.si.edu/collections/artifact.cfm?object=nasm_A19500100000

Friday, January 13: Joint Class Bus trip to see the Enola Gay at the Air & Space Museum near Dulles Airport; Arlington National Cemetery; the Iwo Jima statue; and 9/11 Memorial at the Pentagon.

- How did a military cemetery become America’s “most hallowed” place?
- Was Robert F. Kennedy correct when he said that every individual who “stands up for an ideal” can help “sweep down the mightiest walls of oppression”?
- Tomb of the Unknowns—Disneyland, sacred place, or both?
- How do Smithsonian museums say or display things that could be controversial?
- Why does the U.S. have to “Number One”?
- Why did the U.S. drop atomic bombs on Japan?
- Does the “truth” about Iwo Jima exist? If not, why not; and if so, is the truth knowable?
- What ideas define the United States?

To read aloud:

- 1871: Frederick Douglass, “The Unknown Loyal Dead”
- 1966: Robert F. Kennedy, *Speech to the Students of South Africa*

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After bus ride

Basic background for the semester:

- Visit (in person and online): The National Archives and see originals of the Declaration of Independence, U.S. Constitution, and Bill of Rights: <http://www.archives.gov/research/>

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- Watch: TO BE POSTED: LINK TO AN ELECTRONIC VERSION OF Dr. Harpham's LECTURE

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Warm Up and Strength-Building Exercises (All must be read before the Jan 23-24 class)

Read the Original and Think About Current Myths

- 1215: *Magna Carta*
- 1689: *British Bill of Rights* http://avalon.law.yale.edu/17th_century/england.asp
- 1776: Thomas Jefferson, et. al.: *Draft of the Declaration of Independence*

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Basic Debate about Power and Human Nature that Defines the World Today

- 1651: Thomas Hobbes, *Leviathan* (excerpt)
- 1690: John Locke, *The Second Treatise of Civil Government* (excerpt)

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The Basics of Democracy; how do democracies change and end?

- Circa 410 BCE: Thucydides, "Athenian Invasion of Sicily" (excerpted from *Peloponnesian War*)
- Circa 110 CE: Plutarch, "Life of Cicero"
- 2010: Niall Ferguson, "Complexity and Collapse"

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The Red Pill Will Force Us to Confront Horror

- 1965: James Baldwin, *Going to Meet the Man*
- Are we entering a new era of technological acceleration, or will slow economic growth that began in the 1970s continue—or both? And, why is it important we think this through even though we will be addressing questions that seem unrelated to this broader perspective?
- 2013: Robert Gordon "The death of innovation, the end of growth" (TED Talk) https://www.ted.com/talks/robert_gordon_the_death_of_innovation_the_end_of_growth

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Why do we build memorials?

- 1840: Alexis de Tocqueville, "Why the Americans Raise Some Insignificant Monuments and Others that are Very Grand" (easily available online)

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Saturday, January 21: WRITING BOOT CAMP

January 23 - 24: Class in Archer Center

Saturday, Jan. 28: Joint Class—African American Museum

Before class: visit the website of the office at the Smithsonian Institution that is studying the advisability of a Latin American History and Culture Museum <http://latino.si.edu/>

Read:

- 1513: Nicolo Machiavelli, *The Prince* (excerpt on military occupations)
- 1838: Abraham Lincoln: *Mobocracy*
- Early and mid-1800s: *Illinois Black Code* (become familiar with this code by skimming sites such as https://archive.org/stream/blackcodeofillin00east/blackcodeofillin00east_djvu.txt)
- 1927: Sacco and Vanzetti sentencing statements
<http://law2.umkc.edu/faculty/projects/firials/saccov/courtspeech.html>
- 1936: U.S. Supreme Court, *Brown v. Mississippi*
- 1957: Martin Luther King, Jr., "Give Us the Ballot" (his first speech at the Lincoln Memorial)
- 2006: *1898 Wilmington Race Riot Report* (excerpt; violence overturned election results)

- ➦. What did you learn that was new to you?
- ➦. Is the Abraham Lincoln here the same as the Abraham Lincoln at the Lincoln Memorial?
- ➦. In the U.S, when did people with yellow skin become people?
- ➦. Should there be a Latino-American Museum?

To read out loud:

1857: Walt Whitman, "I Sing the Body Electric" (excerpt)

Wednesday, February 1: WRITING BOOT CAMP

(details to be provided)

Saturday, February 4: Joint Class—Air & Space Museum; Natural History Museum

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Swordlow / Politics of National Memory

- 1. 1841: Ralph Waldo Emerson, “Ode to Otis Channing”
- 2. 1968: Robert F. Kennedy, “Recapturing America’s Moral Vision”
- 3. 2009: National Research Council, *The Hidden Costs of Energy* (excerpt)

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- 4. Is the Swordlow theory about competing meta-narratives accurate or useful?
- 5. What do these museums teach about the Anthropocene Era?
- 6. What do you think about how coal is displayed?
- 7. What is the impact of the “put a man on the moon” syndrome?

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Saturday, February 11: Joint Class—Library of Congress (details of our visit to be announced)

Saturday, February 25: Joint Class—Newseum

- 1. Read: Plato, *The Republic*, chapter VII (excerpt; allegory of the cave)
- 2. Familiarize yourself with the story of photojournalist Kevin Carter.
<http://www.npr.org/templates/story/story.php?storyId=5241442>

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- 3. What is truth?
- 4. Does it change?
- 5. What is a story, and do stories change?
- 6. Do photographs tell truth?
- 7. Why are some moments more memorable in photographs and others in video clips?
- 8. When and why does U.S. government tell the truth?
- 9. Why is a piece of the Berlin Wall in the Newseum?

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To read out loud:

- 1. 1854: Henry David Thoreau, *Walden* (excerpt)
- 2. 1950: Ray Bradbury, *Fahrenheit 451* (excerpt)
- 3. 1987: Ronald Reagan, “Tear Down This Wall”

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Saturday, March 4: Joint Class—Holocaust Museum

Before this class, visit: American Indian Museum
Japanese-American Internment Memorial

Read:

- 1. 2003: Samantha Power, *A Problem from Hell: America and the Age of Genocide* (excerpt)
- 2. 2005: Michael Berenbaum, *The World Must Know* (excerpt)
- 3. 1960: William Shirer, *The Rise and Fall of Third Reich* (excerpt)

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- 1. Did the Holocaust Memorial Museum trigger the creation of other “identity” museums?
- 2. Does it matter if people know the complete story of how Jews escaped from Denmark?
- 3. What was the influence of American Indians on Adolf Hitler?
- 4. What does this museum teach about genocide; human nature; and vulnerabilities of democracy?
- 5. How common are genocides today; what, if anything, is the effect of media coverage?

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REMINDER! SWITCH GROUP A AND GROUP B: STARTING WITH MARCH 6, GROUP B WILL MEET ON MONDAY AND GROUP A WILL MEET ON TUESDAY.

March 6 - 7: Class at Archer Center

March 13 -14: Class at Lincoln Memorial

Before this class, visit the *Emancipation Memorial in Lincoln Park*— built by people who knew Lincoln <http://www.nps.gov/nr/travel/wash/dc87.htm>

Read:

- 1. 1861: Abraham Lincoln, *First Inaugural Address*
- 2. 1862: Abraham Lincoln, *1862 Annual Message to Congress*
- 3. 1863: Abraham Lincoln: “Independence Day Address” (delivered July 7)
- 4. 1876: Frederick Douglass, “Oration in Memory of Abraham Lincoln”
- 5. 1938: Franklin D Roosevelt, “Address to the Blue-Grey Reunion at Gettysburg”

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- 1. Does it matter whether the “Abraham Lincoln” we admire ever existed?
- 2. Who was Abraham Lincoln’s Abraham Lincoln?
- 3. How have visitors have changed the meaning of the Lincoln Memorial?
- 4. Does every generation of Americans invent the Lincoln it needs?
- 5. What can we learn from how Lincoln changed his beliefs about slavery and about giving people who are black the right to vote?

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To read out loud:

- 1. 1922: Robert Moton, “Speech at Dedication of the Lincoln Memorial” (uncensored version)
- 2. 1963: Martin Luther King, Jr., “I Have a Dream”
- 3. 1963: John Lewis, “Speech at the March on Washington” (uncensored version)

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Friday, March 17: Joint Class—Ford’s Theater

Before the play, you will read excerpts from E L Doctorow’s novel *Ragtime* (1975), upon which the play is based. After the play, we will walk on the route of Lincoln’s never-completed return to the White House and read aloud his last speech (1865: Lincoln’s “Statement Upon News of Confederate Surrender”)

March 20 - 21: Class at Archer Center

March 27 - 28: Tidal Basin: Part I

Meet at top steps of the Thomas Jefferson Memorial; and walk around Tidal Basin to George Mason Memorial, Franklin D Roosevelt Memorial, and Martin Luther King, Jr. Memorial

Before this class read:

1. 1967: MLK, Jr., “Poor People’s Campaign” (Dec 4, press conference)

2. Familiarize yourself with Resurrection City

http://www.npr.org/programs/morning/features/2008/jun/jill_freedman/gallery/
<http://www.georgiaencyclopedia.org/nge/Multimedia.jsp?id=m-2054>

3. Does rethinking the way we define “economic growth” empower us?

4. What does the Ronald Reagan-FDR “Economic Bill of Rights” teach us?

5. Do “little lies” bother you?

6. Why is the U.S. the only country with its own “dream;” what is the “American Dream;” and has it been hijacked by the desire for material possessions?

7. Are corporations “people”?

To read out loud:

1. 1944: FDR, State of the Union Message (presents FDR’s proposed Second Bill of Rights and other goals he had for post-World War II U.S.)

<http://www.presidency.ucsb.edu/ws/index.php?pid=16518>

2. 1987: Ronald Reagan, “America’s Economic Bill of Rights”

3. 1941: FDR, “Four Freedoms”

4. 1950s-1960s: MLK, (material selected by students)

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April 3 - 4: Tidal Basin: Part II

This class will continue the walk started last week at the Jefferson Memorial, and will end at the MLK Memorial.

April 12-13: War Memorials

Meet at the statue of the three soldiers at the Vietnam Veterans Memorial; we will walk to the Korean War Memorial, World War I Memorial, and World War II Memorial

Before this class visit:

- _____ Peace Monument
- _____ Veterans with Lifetime Disabilities Memorial
- _____ Site of Dwight D. Eisenhower Memorial

Watch or Read: “A Time to Break Silence” (April 4, 1967)

- _____ <http://www.youtube.com/watch?v=OC1Ru2p8OfU>
- _____ <http://www.informationclearinghouse.info/article2564.htm>

Read:

- _____ 1776: Adam Smith, *Wealth of Nations* (excerpt; “Fear of Offending the People”)
- _____ 1906: Mark Twain, “Moro Massacre”
- _____ 1906: Henry James, “The Moral Equivalent of War”
- _____ 1917: Woodrow Wilson, “Peace Without Victory”
- _____ 1913: Norman Angell, *The Great Illusion* (excerpt; explains why a world war cannot occur)
- _____ 1961: Barbara Tuchman, *The Guns of August* (excerpt)
- _____ 1961: Dwight D. Eisenhower, “Farewell Address to the Nation”
- _____ 1962: John F. Kennedy, “Announcing the U.S. Military Attack on Cuba” (never delivered)
- _____ 1963: John F. Kennedy, “American University Commencement Address”
- _____ 1965: Lyndon Baines Johnson, *State of the Union Address*; and 1968: *Address to the Nation*
- _____ 1985: Swerdlow, “To Heal a Nation”
- _____ 2002: Philip Bobbitt, *The Shield of Achilles: War, Peace and the Course of History* (excerpt; discussion of “the Long War”)
- _____ 2013: Linda J. Bilmes, “The Financial Legacy of Iraq and Afghanistan: How Wartime Spending Decisions Will Constrain Future National Security Budgets”
- _____ Is the Vietnam Veterans Memorial a failure?
- _____ What does “war” mean; what does “peace” mean?
- _____ What does the U.S. Constitution say about war?
- _____ Can democracy survive if a society is in a permanent war?
- _____ Will Dwight D. Eisenhower’s “military-industrial complex” warning appear in his memorial?
- _____ Did America jump the shark in 1941?

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- ±. Has 1914 to been today one Long War?
- ±. Is the WWI Memorial the future of all war memorials?
- ±. What should / will a memorial to the “war on terror” look like?

April 17-18 Class at Archer Center

Summary and Final Discussion at the Archer Center

Building upon observations and ideas that have emerged during the semester, students (as individuals or in pre-arranged teams) will make presentations, conduct debates and in other ways engage in a discussion.

CONGRATULATIONS!!!! ENJOY YOUR VACATION!!!!